



Myles W Whitlock Junior High

364 Successful Way
Spartanburg, South

Grades	7-9 Middle School	
Enrollment	361 Students	
Principal	Charles E. Redmond	864-594-4482
Superintendent	Dr. Thomas D. White, Jr.	864-594-4400
Board Chair	Conrad C. Hurst, III	864-594-4400

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	Below Average
2005	At-Risk	At-Risk
2004	At-Risk	Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

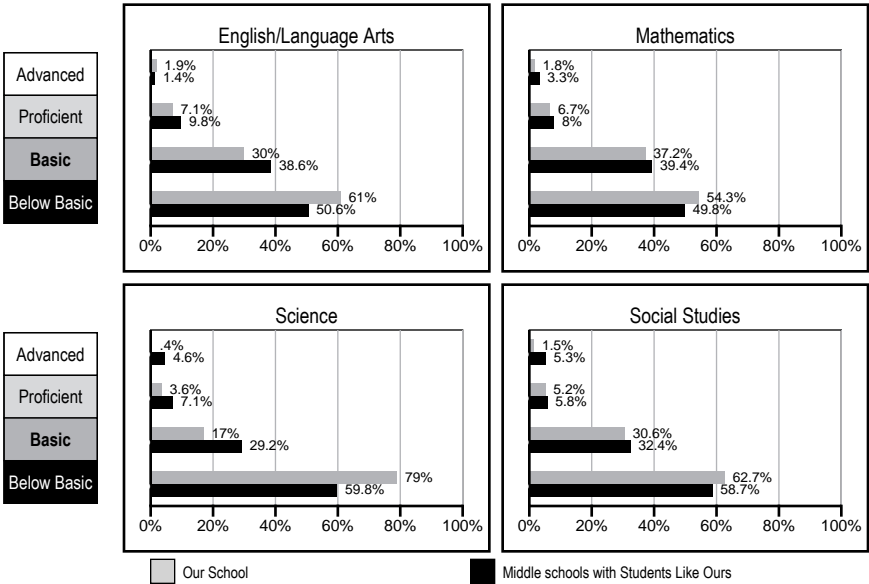
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	4	36

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	56.8	83.3
English 1	43.5	82.7
Physical Science	19.1	39.5
All Subjects	40.6	80.3

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=361)				
Students enrolled in high school credit courses (grades 7 & 8)	24.3%	Down from 56.8%	11.5%	19.4%
Retention rate	7.8%	Up from 6.7%	3.4%	1.8%
Attendance rate	90.4%	Down from 91.4%	95.1%	95.8%
Eligible for gifted and talented	10.6%	Up from 9.1%	4.8%	15.3%
With disabilities other than speech	19.0%	No Change	13.9%	12.9%
Older than usual for grade	5.8%	Up from 4.0%	6.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	13.6%	Up from 4.2%	0.7%	0.7%
Annual dropout rate	1.9%	Up from 0.8%	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	56.3%	Up from 55.1%	53.5%	55.0%
Continuing contract teachers	78.1%	Up from 67.3%	54.4%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	19.3%	5.4%
Teachers returning from previous year	65.2%	Down from 71.3%	76.4%	83.4%
Teacher attendance rate	92.6%	Down from 94.3%	94.8%	94.9%
Average teacher salary	\$46,510	Up 6.0%	\$43,090	\$44,706
Professional development days/teacher	11.9 days	Down from 13.7 days	12.6 days	11.8 days
School				
Principal's years at school	1.0	Down from 4.0	2.0	3.0
Student-teacher ratio in core subjects	17.6 to 1	Up from 15.1 to 1	15.9 to 1	20.1 to 1
Prime instructional time	80.8%	Down from 82.6%	88.9%	89.3%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.4%	Up from 82.9%	96.8%	98.0%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil*	\$9,403	Down 9.5%	\$8,870	\$7,097
Percent of expenditures for instruction*	65.8%	Up from 58.8%	62.4%	64.4%
Percent of expenditures for teacher salaries*	63.0%	Up from 57.2%	54.7%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Whitlock Junior High made great strides during the 2007-2008 year in numerous areas. Many of the gains were a result of the implementation of the district TAP (Teacher Advancement Program) initiative. Collaboration among teachers increased, and instructional practices were enhanced as teachers met two times per week in cluster groups facilitated by master teachers. Teachers developed lesson plans that emphasized successful practices in reading and comprehending informational texts.

Significant gains in students' test scores were widely attributed to the school-wide practices that were developed in TAP cluster groups. Fifty-eight percent of the seventh grade students increased their fall to spring MAP scores in reading, and seventy-one percent increased their fall to spring MAP scores in mathematics. Seventy-nine percent of the eighth grade students increased their fall to spring MAP scores in reading, and seventy-two percent increased their fall to spring MAP scores in mathematics. Fifty-nine percent of the ninth grade students increased their fall to spring MAP scores in reading, and sixty-six percent increased their fall to spring MAP scores in mathematics. Additional gains were also made by eighth and ninth grade students who took EOCEP tests this spring.

Initiatives to improve the school climate continued during the school year. The School Improvement Committee was a strong impetus in assuring that there was collaboration among the school, parents, and community. The addition of two parent facilitators to our staff helped to make our parental and community ties stronger.

Our goal of increasing student achievement continued during this school year, and several incentives were offered to encourage students to work to achieve this goal. The increase in the number of honor roll students each quarter and the gains seen in fall to spring MAP scores indicate that many students increased their academic rigor. Efforts to increase teacher retention were also successful this school year. Teacher incentives, collegiality among faculty and staff, and a commitment to maintaining an atmosphere conducive to learning helped to lessen the number of teacher turnovers.

Whitlock had a very fruitful year and will redouble its efforts during the next school year to prepare our students to become productive citizens.

Charles Redmond, Principal
Christopher Watkins, Sr., SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	90	58
Percent satisfied with learning environment	73.2%	46.7%	67.3%
Percent satisfied with social and physical environment	81.0%	65.9%	66.7%
Percent satisfied with school-home relations	41.9%	80.2%	63.0%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 6 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.7%	0.0%	No
Student attendance rate	90.4%	94.0%	No

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	204	100	56.5	36	7.5	0	12.9	46.5	48.2	No	Yes
Gender											
Male	107	100	69.4	27.6	3.1	0	7.1	42.8	41.7	N/A	N/A
Female	97	100	42	45.5	12.5	0	19.3	50.3	55	N/A	N/A
Racial/Ethnic Group											
White	24	100	22.7	68.2	9.1	0	13.6	69.9	60	I/S	I/S
African American	167	100	61.7	31.2	7.1	0	13	29.9	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	66.1	70.4	I/S	I/S
Hispanic	11	100	44.4	44.4	11.1	0	11.1	54.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	39	100	92.1	7.9	0	0	0	15.3	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	12	100	44.4	44.4	11.1	0	11.1	55.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	185	100	59.4	34.1	6.5	0	10	31.7	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	203	100	43	48.4	7.5	1.1	15.1	42.2	45.8	No	Yes
Gender											
Male	106	100	52	39.8	7.1	1	16.3	43.1	45.6	N/A	N/A
Female	97	100	33	58	8	1.1	13.6	41.3	45.9	N/A	N/A
Racial/Ethnic Group											
White	24	100	27.3	59.1	4.5	9.1	22.7	69.6	59	I/S	I/S
African American	166	100	46.1	46.1	7.8	0	13.6	24.2	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	54.5	71.3	I/S	I/S
Hispanic	11	100	22.2	66.7	11.1	0	22.2	48.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	39	100	71.1	26.3	0	2.6	2.6	14	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	12	100	22.2	66.7	11.1	0	22.2	48.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	184	100	44.1	48.2	7.1	0.6	14.7	26.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	149	100	67.2	27.6	4.5	0.7	5.2	31.8	35.7	91.3	95.3
Gender											
Male	80	100	73.2	18.3	7	1.4	8.5	32.8	37.4	90.5	95.1
Female	69	100	60.3	38.1	1.6	0	1.6	30.8	33.8	92.3	95.5
Racial/Ethnic Group											
White	19	100	47.1	35.3	11.8	5.9	17.6	58.9	49.2	92	95.5
African American	121	100	70.9	26.4	2.7	0	2.7	14.1	17	91	95
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	40	58	94.6	96
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	40.8	24.9	94.3	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.9
Disability Status											
Disabled	28	100	92.6	3.7	0	3.7	3.7	11	14	91.3	93.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.8
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	32.8	24.4	95	96
Socio-Economic Status											
Subsided meals	135	100	68.3	27.6	4.1	0	4.1	17.6	21.1	90.9	94.7

Social Studies

All Students	145	100	62.7	30.6	5.2	1.5	6.7	31.3	34	91.3	95.3
Gender											
Male	73	100	68.7	26.9	1.5	3	4.5	34.8	36.6	90.5	95.1
Female	72	100	56.7	34.3	9	0	9	27.5	31.3	92.3	95.5
Racial/Ethnic Group											
White	16	100	42.9	35.7	21.4	0	21.4	57.4	44.5	92	95.5
African American	120	100	65.5	30.1	3.5	0.9	4.4	14.3	19.1	91	95
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	39.7	58.9	94.6	96
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.5	94.3	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.9
Disability Status											
Disabled	30	100	86.2	6.9	6.9	0	6.9	11.2	14.4	91.3	93.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.8
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	95	96
Socio-Economic Status											
Subsided meals	133	100	64.2	28.5	5.7	1.6	7.3	17.7	21	90.9	94.7

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	145	100	68	25.6	6.4	0	6.4
	8	160	99.4	52.1	38.9	8.3	0.7	9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	91	100	59.8	31.7	8.5	0	8.5
	8	113	100	53.8	39.4	6.7	0	6.7
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	145	100	48.8	42.4	4.8	4	8.8
	8	160	99.4	53.5	41	4.9	0.7	5.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	90	100	39	45.1	14.6	1.2	15.9
	8	113	100	46.2	51	1.9	1	2.9
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	145	98.6	74	20.3	0	5.7	5.7
	8	77	97.4	63.5	29.7	6.8	0	6.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	91	100	67.1	30.5	2.4	0	2.4
	8	58	100	67.3	23.1	7.7	1.9	9.6
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	145	98.6	71.5	18.7	4.9	4.9	9.8
	8	83	95.2	47.1	44.3	7.1	1.4	8.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	90	100	58.5	30.5	8.5	2.4	11
	8	55	100	69.2	30.8	0	0	0

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample